JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Our New Associate

With no thought of lessening his interest or activities in any way, but solely with a view to rendering better service to his readers and to the cause of education, Mr. Winship brings to his assistance the one man of his acquaintance who he thinks can adequately help the Journal of Education to meet the growing needs of the profession in the New America.

Anson Wood Belding, chief editorial writer of the Boston Traveler, will give to the Journal of Education just the business and editorial assistance that will promote its efficiency in every way.

He is a native of Troy, New York. He was graduated with highest honors from the high school of that city. After one year in Syracuse University he went to Harvard University, where, after three years, he received the A.B. degree, summa cum laude, with Phi Beta Kappa, and other distinctions.

Mr. Belding gained highly successful teaching and administrative experience for eight years in Morristown, N.J., Simsbury, Conn., and Claremont, N.H. His record was one of constructive community leadership, enlisting intensified educational sentiment, professional spirit upon the part of the teachers, and achieving notable improvement in morale and mental application of students.

Mr. Belding left the teaching profession twelve years ago for journalism, first as proprietor of a weekly paper in Claremont, N.H., where he later established a daily paper.

While continuing his editorial work on the Boston Traveler, Mr. Belding will bring to the Journal of Education journalistic instinct and training together with educational vision as a result of which this weekly magazine will be better able to serve those engaging in the educational profession, from teachers to supervisors, superintendents, boards of education, parents and taxpayers.

Mr. Winship, editor of the Journal of Education for forty years, retains his present financial and professional interest in this publication, and will continue as chief editorial writer. He will be in the lecture field with more time for writing of schools and school people and for book reviewing than in the past, because Mr. Belding will relieve him of responsibility for many details of office and business management.

Miss Isobel R. Lay, whose efficient management has made the past three years the most successful in the past twenty years, will continue as assistant editor and office manager.

Mr. Belding has made for himself a place in the community life of Watertown, Mass., where, with Mrs. Belding, a graduate of Mount Holyoke College, he functions in church and other community activities.

From every angle it will mean much to have a man of Mr. Belding's talent and experience, both educational and journalistic, bring to the Journal of Education his administrative and editorial devotion. The issue of last week, June 4, contained several demonstrations of Mr. Belding's journalistic skill and much more is in store for our readers.

Testing Tennessee Law

Legal action to determine whether the state of Tennessee can prevent the teaching of evolution in the public schools has begun. J. T. Scoaps, biology instructor in a high school, is under arrest charged with telling his pupils that man is not a divine creation but the product of evolution from the lower animals. The proceedings will amount to a friendly suit, which will be carried to the United States Supreme Court in case Scoaps is convicted, so that the recently enacted law against the teaching of evolution can be passed upon by the highest authority. The Tennessee law is the only state statute preventing the teaching of evolution. The Tennessee act became a law March 23. It provides that it shall be unlawful for any teacher in an institution supported by state funds to teach any theory that denies the story of the divine creation of man as taught in the Bible, or to teach that man has descended from a lower order of animals.

The American negro was emancipated in 1864. Ten million negroes today own at least $1,000,000,000 worth of property—about $100 per capita or $500 per family. They own and cultivate 21,000,000 acres of land. They own $86,000,000 worth of church property and have invested $40,000,000 in schools of their own. According to United States census reports, 90 per cent. of the negroes in America are literate. No race has ever before progressed so far in so short a time as has the American negro in the half century since his emancipation.

"An Ideal American Boy"

The heart of Mrs. Calvin Coolidge must have been filled to overflowing with mingled sorrow and pride, as she attended the simple ceremony of the senior class at Mercersburg Academy, when was unveiled a portrait of her younger son, Calvin, Jr. Had he lived he would have been graduating this month from the splendid Pennsylvania school.

"An ideal American boy, a much beloved Mercersburg son," was the inscription beneath the portrait. Here was a tribute not alone to the fine lad himself but to his parents. They had exercised the most scrupulous care and judgment to have their two boys, John and Calvin, develop normally, in body, mind and spirit. The luxuries that might have been theirs were meted out sparingly. They were taught that they must stand upon their own feet, not upon the shoulders of their father. They were impressed with the fact that there are no substitutes for hard work and straight thinking; no short cuts to fortune, position, friendship, character.

There is, of course, a broader aspect of the incident at Mercersburg than the merely personal. What, for example, is the ideal of American boyhood? Is it actually attained, occasionally, by real boys?

Calvin, Jr., was described by Dr. Irvine, principal of the Academy, in these words: "He was orderly and studious in his habits. He loved a hard task. He was eager to achieve. He was admired by his instructors and loved by his fellow students."

As educators we do not often picture to ourselves the real boy as orderly, studious, loving a hard task, eager to achieve. Yet many a lad has these qualities latent in him, waiting to be called into action; waiting to be cultivated in an atmosphere which is possibly hostile to this sort of thing. Part of our task is to tear away the mask which makes boys hide their best impulses, oftentimes, for fear of the ridicule of comrades. Not to like school work is frequently a pose—a pose that affects habits of study adversely. Unless the artificial way of looking at work and study can be broken down, by tactful use of the schoolmaster's weapons and by wise co-operation of parents, the average boy or girl in school will be apt to react unfavorably to the description of a schoolmate such as young Coolidge—in the abstract. To know a boy of that sort intimately, as classmates come to know him, may be to love him, if his personality be lovable. And then may come the miracle of discovery—that a real boy may also be an ideal boy; and that a boy who is admired by his teachers may also become the inspiration of his comrades.

Give us more "ideal boys"—scattered among the schools of America—placed there by parents who have taken their task seriously—and the efforts of the schools will be vastly more effective.

The Passing of L. E. Wolfe

Professor L. E. Wolfe, who died in his home at San Antonio, Texas, on April 20, was a man of vision, zeal and professional devotion. We knew him intimately as state superintendent of Missouri, as city superintendent of Memphis and San Antonio, and were interested in his mission for the promotion of industrial education in recent years. He seems to have been fortunate in business affairs so that he was privileged for several years to promote a phase of education that was always near his heart. He was a native of West Virginia, born in 1852, but the family moved to Kentucky when he was thirteen years of age and his professional activity was mostly in the Mississippi Valley, west of the river.

Amy Lowell

Miss Amy Lowell, distinguished poet of New England, sister of A. Lawrence Lowell, president of Harvard, and of the late Percival Lowell, noted astronomer, died suddenly at her home in Brookline, Mass., May 12, 1925, in her fifty-second year.

She had always been an earnest student of

literature, but it was only about a dozen years ago that she began to achieve a national reputation as a writer. Perhaps the best known of her eleven principal works are: "Men, Women and Ghosts," 1916, and "Tendencies in Modern American Poetry," 1917. The monumental study "John Keats," 1925, will rightly be regarded as her crowning achievement. In it she not only tells the story of the life and work of a remarkable genius, but gives a final interpretation of her theory of free verse, the medium of poetic expression which she chose and of which she was the most gifted champion. Through her lectures and the widespread discussion of free verse her fame is well known to many who have little acquaintance with her works.

Her poetry embodies beautiful thoughts in new and strange forms of verse that may or may not endure. Of this verse she herself says:—

"I am weary of the struggle against the popular belief in the importance of poetic form. People who see that the appearance of our lines differs from that of the older conventional lines declare that in this difference lies the whole significance of the newer poetry. As a matter of fact, it has very little to do with it. Attitude toward life, the content of the poetry—these are the things wherein the change is really to be sought.

"If I had to state in what the essence of the newer poetry consists, to distinguish it from the older expression, I should say it lies in a keener perception of the beauty in all things in the world, and a desire to avoid veiling this beauty under conventional forms, unless these forms be adequate.

"A great controversy has arisen over the matter. That is because people dislike change. Now no one would think of criticising a symphony without training, or a painting, or a cathedral, but poetry is common plunder."

In the passing of Amy Lowell, Massachusetts has lost not merely a wealthy lady whose great talents were devoted to literature, but a woman of commanding personality and wide influence, whose life was devoted to the highest ideals of scholarship, and the finest purposes of American citizenship.

Poetry Scholarship

The will of the late Amy Lowell names Harvard College as residuary legatee, and provides that from the income of the residue an annual scholarship of $2,000 is to be established to be known as the "Amy Lowell Poetry Traveling Scholarship." This scholarship is to be in charge of a committee to be composed of a member of the English department of Harvard, two poets of recognized standing, and the trustees under the will.

At the end of each year the one who received the scholarship must submit three poems to the committee. The provisions permit the committee to choose the same person for the scholarship for a second term. Qualifications require the recipient to be American by birth, of good standing, who must spend at least a year outside of North America for the purpose of advancing himself in art and poetry.

It is also provided that the poems submitted by the recipients of the scholarship shall be published, the proceeds to be added to the scholarship fund.

President J. A. Churchill

Oregon has re-opened its long-closed State Normal School at Ashland as a State Teachers College with State Superintendent J. A. Churchill as president. This is an eminently desirable selection. Mr. Churchill is a graduate of Amherst College. He came to Oregon at an early day, as superintendent of Baker, and from the first was one of the outstanding educators of the Pacific Northwest. When elected as state superintendent several years ago he at once took rank as one of the foremost scholars and educational leaders of the country and every year he has made some really important contribution to educational administration. He will make the Ashland institution a professional credit to the Pacific Northwest, and he has certainly earned his release from the details of state administration.

Wellesley's Semi-Centennial

The celebration, on May 29, of Wellesley's fifty years of glorious history was a most significant event. The most noteworthy features were: The remarkable pageant, "The Winged Soul"; the academic procession, which included representatives of 152 colleges—two of them Oxford University and the University of Paris, founded in the twelfth century—together with delegates from a large number of learned societies; the unveiling of the Durant memorial windows; and the speeches by Presidents A. Lawrence Lowell of Harvard, Mary Emma Woolley of Mount Holyoke, Ellen Fitz Pendleton of Wellesley, and James Rowland Angell of Yale, who delivered the principal address on "Theory and Practice in the American College." The honorary degree of LL.D. was conferred upon Miss Caroline Hazard, president of Wellesley from 1899 to 1911; Mrs. Julia Swift Irvine, president of Wellesley from 1894 to 1899; Miss Katharine Lee Bates of Wellesley; Miss Annie J. Cannon, astronomer at Harvard; and Mrs. Helen Barrett Montgomery, president of the American Baptist Foreign Missionary Society.

It was fitting that the author of "America the Beautiful" should be the member of the faculty to be honored. Professor Bates will retire next September, after forty years of distinguished service in the college.

Friends and Acquaintances—(V.)

James P. Wickersham

By A. E. WINSHIP

Pennsylvania was the first state for me to know intimately educationally after I came into the editorship of the Journal of Education in March, 1886, and I lectured in all parts of the state, at county institutes, city associations, normal schools and colleges from the autumn of 1886 for many years, and there was no heartier welcome than from Dr. James Pyle Wickersham, who had retired from the state superintendency four years before; had represented the United States Government in Denmark, and was devoting his time in the five years that I knew him to public services of various kinds, religious, educational, civic and financial.

I have never appreciated any man more than I did Dr. Wickersham. He was my ideal of professional helpfulness and I was one of the beneficiaries of his friendliness. From him I learned much of the details of the famous address of Thaddeus Stevens. He had known several men who heard that most wonderful American educational speech of all time in April, 1835, a privilege I have never had, and he would repeat that address with a fervency that could not have been more compelling had he heard Stevens deliver it.

Dr. Wickersham was the creator of the Millersville State Normal School, an entirely new creation, the progenitor of about one-fourth of the State Normal Schools of America. He was the most commanding personality as state superintendent for the half-a-century after Horace Mann. He wrote one of the first great professional books for teachers, "School Management," and wrote the first notable "History of Education." He was also the first county superintendent of schools to make the office nationally important.

But the real charm in the story of Dr. Wickersham's life is the way in which he "found himself" or was found by Jonathan Gause at a Quaker meeting.

James P. Wickersham at sixteen years of age went to a "Friends," or Quaker, meeting in his home town of Chester, Pennsylvania. It was not his habit to go to meetings, and a Friends meeting was not naturally interesting to a lad of sixteen. There was never any singing, never music of any kind. No one prayed orally, and usually nothing was said by any one. The people came and thought usually in silence. There was a leader who arose when he thought they had thought long enough.

Young Wickersham had worked on the farm very hard from childhood. He went to school a few weeks each year, until he was ten or eleven years of age; until he had learned all that the teacher could teach, all that the few books could give by way of information. It was a dark world into which the sixteen-year-old Wickersham lad was looking. He wanted to go to school, but he had no money and the farm yielded no profit for his schooling.

There was an academy in the town. Jonathan Gause was the teacher and proprietor. Wickersham learned that Gause was to be the leader of the meeting that day, and he thought he would say something worthwhile, something that would be worth listening to, so he went to the Quaker meeting and sat there for more than an hour and not a word was spoken by any one. It was very stupid for the sixteen-year-old lad, whose disappointment was beyond expression when Jonathan Gause, the leader, rose, as did everyone else, and walked out.

Young Wickersham was walking alone, more discouraged than ever. He could scarcely restrain the tears that were struggling for release.

Some one laid a hand on his shoulder. It was Jonathan Gause, who said: "James, I have been thinking of thee all the morning. I was thinking so much of thee that I had nothing to say. I was wondering what could have brought thee to the meeting this day. Something must be troubling thee. Tell me about it."

They talked long and earnestly, and, as a result, Mr. Gause told James to come to the academy in the autumn and he could do enough light chores and work for the school to pay for his schooling.

Was there ever a better text than the fact that the leader of the Friends meeting was thinking so earnestly and interestingly of the lad who was not accustomed to come to the meeting that it enabled young James P. Wickersham to get the equipment to be one of Pennsylvania's most eminent citizens, to be the pioneer creator of a new type of normal school, to pioneer a great county superintendent plan, to write some of the best educational books published in that day, to be one of the most eminent state superintendents of public instruction that any state has ever known, to be one of the wisest men on ten different boards of trustees of banks, universities, colleges, and other public institutions of various kinds, to be a noble ambassador of the United States to a European country.

Since the days of William Penn that great colony and state has had no more useful citizen, no nobler leader in civic or educational life than was the man of whom Jonathan Gause was thinking so earnestly that he had nothing to talk about at the Sunday meeting.

It was a great privilege to know James P. Wickersham, to hear him address audiences, to have his acquaintance when I was from thirty to forty years of age. There were giants in those days, and James P. Wickersham was one of the grandest of them all.

Language Teaching by Radio

By DR. HENRY S. CURTIS

Director of Hygiene and Physical Education of Missouri

The language teaching of America is woefully inefficient. Students with four years in French or German in high school and perhaps two more in college are usually unable to read or speak the language so that a native could understand them. In Europe, with much less study, nearly every educated person speaks two or three languages presentably. The great difficulty is that we do not hear foreign languages spoken.

A few years ago there was started a movement for teaching languages by phonograph, but this was a pretty dead method, and the amount that could be put on a record was limited. The radio, however, offers a real opportunity of teaching with an unlimited supply of language to draw upon.

Every new high school should be equipped with a radio. In many the teacher and students of physics have built a fairly good equipment. There could be no better project in physics and electricity.

There are several ways in which languages might be taught effectively by radio. With super-power stations, such as are now being constructed, it would be easy to make connections with a good Spanish school in Mexico. so that the recitations and conversation of any class might be heard by a similar class in America. From any city headquarters conversation lessons in French or German might be given at a certain hour to all classes in the city, or from a state headquarters such as W. O. S. Such lessons might be sent out on the half hour throughout the state.

The Red Cross has done a very splendid work in promoting international friendships through its correspondence between classes in this country and abroad. A far more effective method would be for classes to listen in on the work and recitations of classes in other countries. This is entirely feasible between classes in Canada and the United States or Mexico and the United States. With a super-power station we might also listen in on England or France.

Is there any greater work that a peace foundation might do than to make possible such a relationship?

Is not this also the best solution of the exchange professorship? With the latest equipment the mathematical world might listen to the lectures of Einstein or the philosophical world to the lectures of Dewey. With the voice now nearly as clear as though the speaker were in the room, there is sure to be soon an enormous increase in such use of the radio.

Flag Day and the Schools

By J. A. STEWART

"'Tis the schoolhouse stands by the flag,
Let the nation stand by the school;
'Tis the school bell that rings for our Liberty old,
'Tis the school child whose ballot will rule."

This ringing verse by Hezekiah Butterworth was written many decades ago when the observance of Flag Day in the schools was in its beginning. Philadelphia has the honor of introducing Flag Day into the public school. It was in 1893 that Dr. Edward Brooks, city superintendent of schools, in one of his eloquent and stirring circulars to the school teachers of Philadelphia directed that the adoption of the flag be commemorated with suitable exercises.

"The public schools should be nurseries of patriotism," he said; "teachers should endeavor to kindle on the altars of youthful hearts the flame of patriotic devotion which will lead to a faithful discharge of civil duties and lead to personal sacrifice in the hour of national peril. The memories of children should be filled with the heroic deeds of the patriots whose wisdom and courage secured our liberties. Their youthful hearts should be stirred to sympathy with those lofty sentiments which moved the fathers to suffer and even die, that freedom might live."

Five years later, in 1898, the newly formed American Flag Association began the promotion of Flag Day by the schools (and by the public generally) which has helped to make the observance nation-wide.

The recurrence of Flag Day each year is now recognized in schools wherever "Old Glory" waves around the world. The first observance of Flag Day in the public schools of Philadelphia emphasized the singing of patriotic songs, the giving of recitations and orations, and the narration of the story of the origin of the flag. Several years later the salute to the flag was introduced, and the popular observance in each school included the devotion of the morning hours, up to the noon recess, to exercises beginning with the salute to the flag, and including incidents connected with it and its great meaning.

A great factor in the observance of Flag

Day in the schools has been the Grand Army of the Republic with its affiliated groups, the Woman's Relief Corps and others. They have devotedly promoted the observance in many parts of the country, often providing needed flags to float over schoolhouses; speakers to make patriotic addresses; and valuable suggestions for an interesting observance of the day.

Peace organizations have also been helpfully active to secure the best application of the Flag Day opportunity to impress right ideas upon the plastic minds of school children.

"Emphasize the practical patriotism which the symbol of our country suggests but by no means makes clear to the child who is taught to swear allegiance to it," is the fine advice of Mrs. Lucia Ames Mead, leading internationalist and peace worker. "Develop respect for other members of the world family, which prepares the way for that comprehension of world organization which is the primary problem of the century."

It has been well suggested that in teaching classes of foreigners, all that is best in our country should be emphasized—its glorious achievements and twentieth century movements for social welfare and progress; and in teaching the native born, all that is best in other lands should be pointed out—such as good building laws, cleaner and better paved streets, good civic government, fewer accidents, fewer fires, etc., etc.—and the fact impressed that the flag does not suggest the "yell of battle" so much as the schools and post offices, courts, legislatures, etc., of this nation of 110,000,000 people "whose splendid inventions are turning deserts into gardens and making this country the wonder of the world."

Flag Day, it is earnestly felt, is an especially fitting time for public school instruction concerning the flag and its uses, and the respect due it, not as an aggregation of fabric and color, but as the visible expression of our national ideals. Children in their earliest days may realize the true and deep significance of the stars and stripes of the flag, and the principles which underlie its constellated glory. These principles are vital. The flag is but their symbol.

"The blue arch above us is Liberty's dome,
The green fields beneath us, equality's home,
And the schoolroom today is humanity's friend—
Let the people the flag and the schoolhouse defend!"

Honoring David Starr Jordan

The Legislature of California leads officially the various organizations and communities in honoring Dr. David Starr Jordan whose Peace Plan Prize started various appreciative public functions such as have greeted no other American educator, past or present. The glory of this is that these exuberant testimonials come to one who dared to speak and write his convictions when they did not bring him praises or prizes. This gives the legislative approval of California all the more significance.

Here are the joint resolutions of the California House and Senate:—

"WHEREAS, the National Education Association, at the meeting in San Francisco in July, 1923, had for its outstanding purpose the finding of some peaceful means of adjusting international differences, and

"WHEREAS, In pursuance of this purpose delegates from all nations were invited, representatives from more than twenty nations responding to the invitation and participating in the deliberations of the convention, and

"WHEREAS, At this convention there was organized the World Federation of Education Associations, an international, non-partisan, non-sectarian, non-racial organization, having for its object the abolition of war with all its frightful destruction, and the substitution of reason and justice in the place of force, and

"WHEREAS, Through the generosity of Mr. Raphael Herman, a prize of $25,000.00 was offered, under the auspices of the World Federation of Education Associations, for the best plan to accomplish this purpose, and

"WHEREAS, From over 6,000 plans submitted the prize was awarded to a Californian, Dr. David Starr Jordan, Chancellor Emeritus of Stanford University, and

"WHEREAS, The citizens of Santa Clara County, the home of Dr. Jordan, have arranged to give him a public reception on Tuesday, April 14, at San Jose, in recognition of his constructive services in the cause of world peace,

"THEREFORE BE IT RESOLVED by the Senate of the State of California, the Assembly concurring, that we extend felicitations to Dr. Jordan on this significant occasion.

"We join in honoring Dr. Jordan—the Man—the California Citizen, the World Citizen.

"As a man he has come to be universally recognized as possessing those qualities of heart and mind that we regard as the ideal of American character.

"As a Citizen of California his years of labor in his own chosen profession and in the advancement of the State's welfare have placed the young men and women of California, and the entire State, under obligation that can never be fully voiced.

"As a World Citizen, his broad vision and his humanitarian impulse have induced him to devote years of study to this greatest of international problems—the riddance of this mighty scourge of war, and the eventual achievement of international amity and goodwill.

"With the citizens of Santa Clara County we unite in their expression of affection, respect, and honor for this 'Grand Old Man' of California."

Memories of Dickens in Boston

By EDWIN D. MEAD

The birthday of Charles Dickens was probably never observed so widely or so lovingly as in this year 1925. Dickens was born February 7, 1812, and died June 9, 1870. His first work, "Sketches by Boz," was published in February, 1836. The unfinished manuscript of "The Mystery of Edwin Drood" lay on his desk when he died. In that brief life of fifty-eight years, in the literary activity of thirty-five years, he made a greater contribution to our imaginative literature, peopled the world of the English mind with more characters known by us all alike, loved or hated by all alike, than any other save Shakespeare alone. He had done more than any other author in the whole history of English literature

CHARLES DICKENS

to democratize English society and make all know and take to heart that there is an under dog, that he is the bigger half of us, and that he is our brother. How he hated autocracy, and how he hated war—Stuart kings and "splendid charges!"

> "There will be the full complement of backs broken in two, of arms twisted wholly off, of men impaled upon their own bayonets, of legs smashed up like bits of firewood, of heads sliced open like apples, of other heads crunched into soft jelly by the iron hoofs of horses, of faces trampled out of all likeness to anything human. This is what skulks behind 'a splendid charge.' This is what follows, as a matter of course, when our fellows rode at them in style and cut them up famously!"

I wish that every American child might read his "Child's History of England," with its stalwart democracy. I wish that in every home his "Christmas Carol" might be read each Christmas Eve, as a part of our sacredest family ritual, as it has been in our own home ever since we had a home of our own, with as many friends gathered as the room would hold. Last Christmas there was no present more precious than the fac-simile of the first edition (1843) of the Carol, published by the Atlantic Monthly people, with Mr. Newton's introduction. I hope that for next Christmas they will reprint as a little booklet Mr. Newton's fascinating Atlantic article on the Carol, "The Greatest Little Book in the World."

There is nothing more grateful or hopeful in our present intellectual life, in which there is so much that is meretricious and hectic, than the fact that the reading of Dickens, instead of growing less, grows ever more and more as the years go on, that there were never in any year before so many copies of his books sold as last year, that collections of essays about him, old and new, by Gissing, Andrew Lang, Chesterton and the rest, are constantly announced, and that new editions of his works keep coming.

America has as warm an interest in Dickens as England, and his books are read as widely here as there. Twice he visited us, in 1842 and 1867; and no other English visitor ever had so cordial or memorable a reception. His second visit was just after I came to Boston, and the memory of it is still vivid and impressive. When I came, a youth of seventeen, in 1866, it was to enter the service of Ticknor & Fields, the famous publishers, who were Dickens's American publishers. That had been for some time the goal of my ambition. I was a bookish boy; and the best books that found their way to our little town of Chesterfield, N.H., bore the imprint of Ticknor & Fields. The realization of my dreams seemed remote and difficult —when suddenly it was made easy. Mr. Howells, whose wife was my cousin, came home from Venice, where he had been our American consul during the period of the Civil War, and they came up to Brattleboro, just

across the Connecticut from us, to visit Mrs. Howells's family. I was my brother's clerk, and he took an interest in me. He, too, had been a bookish boy, in higher degree, at a similar age, in similar surroundings in Ohio. Presently he was called from New York to Boston to become Mr. Fields's associate as editor of the Atlantic Monthly, of which he soon became the sole editor; and when he learned of my longing to be with Ticknor & Fields, he invited me to come down and spend a week in the new home in Cambridge, and go in with him to Ticknor & Fields' and see and be seen. Mr. Osgood thought they could make a place for such a boy; and they did.

That life largely revolved around 124 Tremont Street and James T. Fields. Mr. Fields was a most interesting and important figure among American publishers. His "Yesterdays with Authors" is witness to his literary knowledge, his literary taste, and his literary friendships. Lowell in dedicating to him his "Cathedral" wrote: "Dr. Johnson's sturdy self-respect led him to invent the Bookseller as a substitute for the Patron. My relations with you have enabled me to discover how pleasantly the Friend may replace the Bookseller." A hundred authors would have heartily said the same. I have always counted it among the felicities and blessings of my life that I was set down at that time, at that place, for eight years. I afterwards knew life at the English Cambridge and the German Leipzig; but neither had more stimulus nor education in them, for a young man who loved literature, than the publishing-house of Ticknor & Fields in the decade following the Civil War. Heroes of the anti-slavery struggle, Garrison, Phillips, Sumner, Andrew, still walked the Boston streets and, as well as poets, were friends of Mr. Fields's, and frequented our rooms; and the author of "Uncle Tom's Cabin" came over from Hartford, for Ticknor & Fields were her publishers too.

Emerson, Lowell, Longfellow, Whittier, Holmes, Hale, Higginson, Whipple—there was not a week when some of them did not come. We young men at Number 124 were children of earth beside these immortals, hardly on speaking terms with some of them. Howells, Aldrich, and Trowbridge were the only ones with whom I really felt myself a fellow citizen. Yet it is sacramental after the years, and it was sacramental then, to think of ourselves in their world, their little world and their big world. Hawthorne had died two years before, and Longfellow had written his beautiful poem upon his burial. Thackeray had died the year before that, in 1863. Ticknor & Fields were his American publishers, as they were Dickens's publishers, and Tennyson's. Tennyson's "Enoch Arden" had but lately appeared and was his work which was being talked about when I came to Ticknor & Fields. Whittier's "Snow Bound" was published late in the very year I came. Lowell had read his "Commemoration Ode" at Harvard in the summer of the preceding year, 1865; and in that same year had been published "The Man Without a Country." The second series of the "Biglow Papers" appeared at the very time I came to Boston. The first series of Longfellow's "Tales of a Wayside Inn" had appeared in 1863, and was still among the new books most talked about at Ticknor & Fields. His translation of Dante was published in 1867, just as Dickens came.

Whatever concerned Longfellow concerned every boy at 124 Tremont street, by all of whom he was loved and revered above all who came. We thought of him as Howells thought when he gave his chapter on him in his "Literary Friends and Acquaintance" the title, borrowing a phrase of Björnsen's, of "The White Mr. Longfellow." Emerson and Whittier seemed to most of us like clergymen, and they did not often come. Dr. Holmes did come often, always affable and smiling. Lowell, so democratic always in his genius and his books, usually asked simply: "Is Mr. Fields in?" and did not seem to recognize us when he came again. Longfellow knew us every one, every time. His smile as he opened the door said: "Here we are again!" and his entrance was always a benediction. As I now look back, his seems to me to be the noblest face and presence that I ever knew. I remember how one day, when he came while Mr. Fields had not yet returned from luncheon, and I was alone in the counting-room, he asked me if he might not wait with me. I felt as if having a visit from Jove, the benign Jove of Raphael's Farnesina frescoes, whom indeed he distinctly resembled.

This was the literary atmosphere into which Charles Dickens came when he arrived in Boston in 1867, for his American readings. There was not in all the world a finer life than that of Boston, Cambridge and Concord at that time; and all that was fine in that life united in welcoming him. "Our Mutual Friend" had appeared two years before, and was his book then most talked about in Boston. It proved indeed to be his last important work, for "Edwin Drood" was not completed.

It was twenty-five years since his first visit to the United States in 1842, when he also landed at Boston. He had then been only thirty years old, but he had already written "Pickwick," "Oliver Twist," "Nicholas Nickleby," "The Old Curiosity Shop," and "Barnaby Rudge," all in a period of less than six years, with such an immediate and prodigious effect that in 1842 his name had become a household word in America as well as in England. Daniel Webster declared that he had "done more to ameliorate the condition of the English poor than all the statesmen that England had sent into Parliament"; and Channing wrote him,

concerning his reception in Boston, that "There never was, and never will be, such a triumph." That triumph was repeated all over the country. Yet the publication of his "American Notes," on his return to England, had brought such a revulsion of feeling toward him among great sections of our people, that when he came back in 1867 it was with serious misgivings lest the old grudge, the violent expression of which had so surprised and wounded him, was still so persistent as to threaten a cold welcome. At this distance, as we turn the pages of "American Notes," it all seems incredible. It is curious how cheerfully men brook unlimited criticism from their fellows, when they resent a breath of it from "foreigners" as arrogant or condescension. The horrors of slavery in our democracy, the injustice of our copyright laws, the blatancy of New York and Washington politicians, the dreariness of the Western landscape, the rawness of the river life, the dismal village taverns, the grimness of the frontier folk, why should not Dickens write of them, and why should not our people read as he wrote, and laugh or blush? The main thing, of course, had been the slavery, and slavery was already "politics," with mobs looming in Boston itself, and the Lincoln and Douglas debate only fifteen years away.

Boston itself certainly had no reason to complain of "American Notes." Dickens had found it almost a fairy city, and had paid unstinted tribute to its philanthropic institutions, the character of its people, and the influence of Harvard College. He named personally only four Boston men, Dr. Channing, Dr. Howe, Father Taylor, and Emerson. Channing comes into the first page of his Boston chapter. "I mention the name of this distinguished and accomplished man, with whom I soon afterwards had the pleasure of becoming personally acquainted, that I may have the gratification of recording my humble tribute of admiration and respect for his high abilities and character, and for the bold philanthropy with which he has ever opposed himself to that most hideous blot and foul disgrace—Slavery." He quickly heard of the Boston Transcendentalists, and found that they were "followers of my friend, Mr. Carlyle, or I should rather say of a follower of his, Mr. Ralph Waldo Emerson. This gentleman has written a volume of essays, in which, among much that is dreamy and fanciful (if he will pardon me for saying so) there is much more that is true and manly, honest and bold." Indeed Dickens's conclusion about it was: "If a were a Bostonian, I think I would be a Transcendentalist."

On February 7 of the present year, 1925, the Dickens Fellowship of Boston, at its annual Dickens's birthday festival, reproduced the program given in honor of Dickens by the young men of Boston, in February, 1842; and the speakers repeated the identical speeches made at that time, the reports of which have happily come down to us. Among the ten speakers on the earlier occasion were Josiah Quincy, then president of Harvard College; Josiah Quincy, Jr., who presided; Washington Allston, Richard Henry Dana, and Oliver Wendell Holmes. It was the culmination of Boston's welcome to Dickens in 1842. At this year's festival Richard Henry Dana of Cambridge, a son of the elder Dana, impersonated his father; and a grandson of Dr. Holmes was chairman of the reception committee. It may be doubted whether in the whole English world there was a more unique or memorable celebration of the birthday.

Among those who were present at the dinner in 1842 was the young James T. Fields, who wrote long afterwards: "It was a glorious episide in all our lives. The younger members sat in the seventh heaven of happiness. Was there ever such a night before in our staid city?" Fields had been one of those who had the first glimpse of Dickens on his arrival, and he wrote of it: "He came bounding into the Tremont House fresh from the steamer, and his cheery voice rang through the hall." And now twenty-five years later, Fields was himself the centre of the welcome, and it had chiefly been his urging that brought Dickens here. It was around 124 Tremont Street and 148 Charles Street, his home, that the business and social arrangements chiefly revolved; and the best pictures of it all are those given in his "Yesterdays with Authors" and Mrs. Fields's charming journals, recently edited so sympathetically and so well by Mr. Howe.

Dickens arrived on November 19, 1867; and his first reading was on the evening of December 2. The tickets for the first series of four readings had been sold before he arrived, his agent, George Dolby, having preceded him.

When Dickens came, he was delighted, and almost as much surprised as delighted, for he was not yet fully rid of fear of penalties for "American Notes." He had come mainly because he was tired and hoped alike for rest and to mend his broken fortune; and the augury of success was a great refreshment to him.

Dickens's Boston home was at the Parker House, which had become distinctly the Ticknor & Fields hotel. I am glad that the Dickens Fellowship has its meetings there. Dickens's rooms were on the third floor, at the corner nearest the City Hall; and there were many errands between that corner and the corner of Hamilton Place. As one thinks of it today the Parker House is the only hotel now left in Boston with any interesting associations. One of its corners rests on the site of the old Latin School, where the boy Benjamin Franklin was a pupil; another corner on the birthplace of Edward Everett

Hale; while the modern extension almost touches the site of Dr. Holmes's early home in "old Montgomery Place," where he used to invite his friends to dine on "pig and peaches."

Dickens gave eighteen readings in Boston; and I heard them all. I doubt whether anybody else could say that. It was a happy accident. Ticknor & Fields published in connection with the readings all the abridgments which Dickens made and used. They were in little paper-covered volumes; and these were sold not only at the store but at Tremont Temple on the evenings of the readings. Some of these little blue books doubtless still linger in Boston and Cambridge homes. They might have been bought chiefly as souvenirs, though strangely I saw people poring over them during the readings. Certainly the demand for them was large; and I was detailed from the counting-room to supervise the boys who sold them in the lobbies and the aisles and to take their receipts at the end. Nothing was doing during the reading itself; and I always found some seat. Were ever such evenings! To use young Fields's words: "I sat in the seventh heaven of happiness." Were there ever such audiences in Boston? Longfellow and Holmes and all the great Boston and Cambridge authors were there. Howells and Aldrich and the younger men were there. It seemed as if all Harvard College were there.

The first reading was of the "Christmas Carol" and the trial scene from "Pickwick"; and that was the program three or four times. Perhaps it came on Christmas Eve; for there were readings on both December 23 and 24. Selections from "Nicholas Nickleby" and "Boots at the Holly Tree Inn" were read together; and Dickens thought his Boston audience enjoyed the "Nickleby" better than the "David Copperfield." He himself greatly enjoyed reading "Doctor Marigold."

Of Dickens's appearances and his manner and the impression of it all I shall of course say nothing; for that is all in the books, told often by better pens than mine. Kate Fields at the time devoted an entire little book to "Pen Photographs of Charles Dickens's Readings." The wonder to us all at 124 Tremont Street, as the days went on, was how he did it; for there we soon knew that he was not able to do it. He was not well when he came; he soon contracted a severe cold, the effects of which he did not wholly get rid of during his whole stay; and Mr. Fields, Longfellow, and his other friends feared a complete breakdown. He was brought to the platform night after night only by his interest in his audience, his enthusiasm, and his indomitable will; and again and again he went from the platform to the Parker House in almost complete prostration. He kept much to his room, not often coming even to 124 Tremont Street; and when he did come he looked weary and worn. He spent many days at a time in Mr. Fields's home, and they two took long walks together; and of the happy breakfasts and dinners there Mrs. Fields gives us delightful pictures in her journal. Dickens hated railway travel, and his plans for Western cities had to be much curtailed; and he was glad when the time came in April for him to go home.

Dickens had good times in Boston, much joy in friends, and not a little merriment. The merriest thing which I recall was the walking-match which he and Mr. Fields arranged between his agent, Mr. Dolby, and Mr. Osgood. The walk was to be from Tremont Street to Newton, storm or sunshine, the two sponsors following on, the loser's champion to give a dinner at the Parker House, and Dickens in either case to write the story. The day proved a very stormy one; but through the snow the walk went bravely on, and Osgood won—to the great joy of the boys at 124, for we all swore by Osgood. The dinner which Dickens gave was a memorable affair; the guests counted themselves fortunate beings; and by and by Dickens's story of the walk, printed on a large and handsome sheet, was given to each one. His manuscript had been given to me by Mr. Osgood to copy for the printer; for I was surely a better writer than Dickens—then; and I was proud of my little part in the celebration. The manuscripts of few authors of the time were worse than Dickens's—for I saw many. Longfellow wrote a beautiful hand, and Emerson, Lowell, Holmes and Whittier all wrote clearly, John Fiske best of all.

When I went to England in 1875, my first night in London was spent at Wood's Hotel, Furnival's Inn. It was not on Dickens's account that I went there; I do not think I then remembered that he lived at Furnival's Inn when he wrote "Pickwick." I did remember it at Christmas; for my Christmas Eve was devoted to a Dickens pilgrimage. I went to the rooms where "Pickwick" was written, and found that the caretaker was the widow of the man who had been in charge in Dickens's time. She said that Dickens had read the chapters to her husband as he wrote them; and it is quite possible that he thus tried them out on one of the plain people. On the same evening I went to Chandos Street, near Covent Garden, to see the place where the boy Dickens helped to piece out the family income by sticking labels on blacking-boxes—a terrible servitude, of which we get echoes in the early pages of "David Copperfield." I think the shop in my time—it has disappeared now—bore the sign of "Wellspring"; and the man with whom I talked told me that the boy sat in the window as he worked. It is but a step to St. Andrew's Lane, where the hungry boy used to look at the buns in the baker's window and balance between investing his two-pence

in a big bun or a smaller but better one at the same price.

In later years, when we were in London, how we reveled in our Dickens pilgrimages! Dickens's three London houses were none of them far from us; and the great mass of Dickens places were close by, for we always lived in Bloomsbury. From the windows of Ramsay Macdonald's apartment in Lincoln's Inn Fields, where we first went in 1901—he had visited us two years before at our Boston home, already a Peace crusader, in whom we little divined a potential prime minister—could be seen, fronting on the Fields close by, the old home of Dickens's dear friend and biographer, John Forster, which he frequented so much, and in which he domiciled Mr. Tulkinghorn in "Bleak House." Lincoln's Inn, Covent Garden, and the Temple are all crowded with Dickens associations. But to talk of these would take me far from memories of Dickens in Boston.

On our drive from Salisbury to Stonehenge, we stopped at old Amesbury, the home of Pecksniff, and visited the little church where Tom Pinch used to play the organ. We spent a delightful afternoon at Chigwell, near the Epping Forest. It is doubly interesting to the American because there William Penn went to school. The real inn is not the Maypole, as it is in "Barnaby Rudge," but the King's Head. I think it would have delighted Dickens that our Boston Dickens Fellowship calls its little monthly leaflet "The Chigwell Chronicle."

How he did love old English Inns, and how he loved London! Only Milton and Dr. Johnson seem so much a part of London as he, and it is still his people whom we look for in London streets, though they are not so thick there now as in 1875. And in all London there is no Dickens Inn. There is a Thackeray Hotel; it is directly opposite the British Museum, and it was always our London home. Around the corner was the Esmond; behind the Thackeray was the Kingsley; five minutes away were the Waverley, the Ivanhoe, and the Kenilworth. Yet no Dickens Hotel, and no Pickwick. I wish that some American company might supply the lack. England has had her chance for half a century, and has not used it. I long ago selected three possible proper sites. I wish that I might be empowered to select the architect, from among three New York and Boston architects whom I know so well that I think I could successfully prescribe my plans. One of them is the son of the author of "Literary Friends and Acquaintance."

Boston surely cannot throw stones at London in this matter, with her ridiculous hotel names of Vendome, Touraine, Brunswick and Somerset. Her Copley-Plaza started well; but why the Plaza? Where are her Shawmut, Tremont, Beacon, St. Botolph, and Winthrop? Where is the Washington Irving Hotel in New York? In one cosy corner, when it is built, shall be a picture of Irving and Dickens together drinking that famous milk julep. There was no other American who gave him so warm a welcome as Irving on his first visit, and no other whom he loved so well. He delighted in the London chapter in the "Sketch Book."

Rochester is full of Dickens's memories. In it and near it are the scenes of "Great Expectations" and "Edwin Drood"; and practically in the suburbs is Gad's Hill Place, where Dickens lived during his later years and where he died. It is carefully preserved as it was, and since we were there it has been made, as it should be, the property of the people. His grave in Poet's Corner is close by the graves of Tennyson and Browning; and on the wall beside it is the statue of Haendel. It is fitting indeed that the great composer of the "Messiah" and the composer of the "Christmas Carol" should rest side by side.

The Bostonian who stands beside that grave in the Abbey, if his memory runs back to 1867, is again in Tremont Temple, and sees again those flashing eyes, and hears again that vibrant voice. Dickens loved Boston, and Boston loved Dickens; and all of her best paid tribute to him. The last article which Colonel Higginson ever wrote was an article on Dickens, published in the Outlook, in the summer of 1911. Soon after his first visit, Emerson wrote: "The eminent examples"—of a wider dominion over men's minds than any speech—"are Shakespeare, Cervantes, Bunyan, Burns, Scott, and now we must add Dickens." "The humanity which was the aim of all the multitudinous works of Dickens was on the side of the people," and Dr. Holmes wrote when Dickens died: "We have just seen a life finished whose whole compass was included within the remembered years of many among us. Why was our great prose-minstrel mourned by nations and buried with kings? Not merely because of that genius, prolific as Nature herself, we might almost say, in types of character and aspects of life, whom for this sufficient reason we dare to name in connection with the great romancer of the North, and even with the supreme poet of mankind,—was he not a kind of Shakespeare working in terra-cotta instead of marble?—but because he vindicated humanity, not against its Maker but against itself; because he took the part of his frail, erring, sorrowing, dying fellow-creature, against the demonologists who had pretended to write the history of human nature, with a voice that touched the heart as no other had done since the Scotch peasant was laid down to slumber in the soil his song had hallowed."

Personal Reminiscences Relating to Dickens

By JAMES L. HUGHES

I was a country boy when Dickens came to Canada. I know his son, Henry Fielding Dickens, a judge in London, and I knew Miss Georgina Hogarth, his wife's sister, for eleven years before she died at the age of ninety-three, four years ago. She was the lady he took as the type of Agnes in David Copperfield, who became the second wife of Copperfield. She brought up his family after Mrs. Dickens was afflicted and compelled to go into retirement. She was the only person with him when he died. Dickens had been shocked in a railway accident, and had not recovered. The afternoon before he died he was in the little park near Rochester Cathedral, and when near the south end of the park he began to feel a sudden faintness. Fortunately, he was near the boundary fence, and he leaned on the fence for about an hour, unable to walk. He was opposite to Restoration House, the splendid home he described as the home of Miss Favisham in "Great Expectations"; the home in which Pip lived, when he was a boy. Several people who saw him thought he was studying the house in order to describe it in another novel. When he was able to walk a short distance to the main street he took a cab and went home. The next evening when he sat down to dinner he dropped from his chair and expired. Georgina Hogarth was the only one with him when he died. I have visited Gadshill, his fine home about three miles from Rochester, every year for many years, except during the Great War. The garden and grounds are very beautiful. He owned seven acres of woodland across the road. He built a high stone fence around the woods except the part opposite his home; there the tall fence is made of iron. There is no gate in the fence, so that no one could get into his "wilderness" without first being admitted to his grounds in front of his house. He had a tunnel made under the road and from the front garden twenty-two steps lead to the tunnel, and at the end of the tunnel there are twenty-two steps to lead up to the "wilderness." One of his intimate friends, Fechter, the great interpreter of Shakespeare's "Hamlet," presented Dickens with a beautiful chalet, two stories high, which stood in the woods. During the spring, summer, and autumn days Dickens wrote in the upper story with the birds singing merrily around him in the branches. Mrs. Browning was inspired when she was "shut in with God among His mountains." Dickens was at his best when shut in with God in His forest of fine old trees. The English ivy creeps up most of the trees in the "wilderness," and many parts of it are carpeted with the ivy. It was an ideal place in which to write.

The last time I visited Miss Hogarth I sat in the chair Dickens always sat in at his desk, and read the manuscript copy of "The Life of Jesus," which he wrote for his own children. He was offered a thousand pounds for the manuscript a few months before he died, but he refused the offer. In his will he gave instructions that it should never be published. It was a charming and reverent story of Christ's birth, and the sublime events of His life. Any one who reads the Christmas Carols and Stories of Dickens must know that he had vital conceptions of the fundamental principles of the teachings of Jesus.

Miss Hogarth owned all the furniture and pictures of Dickens. She gave his desk to his son, Henry Fielding Dickens. She graciously presented to me the brass vase containing the weighted brush that was the common penwiper of his time. She also gave me a letter stating that it had stood on his desk until he died, and that she had presented it to me. It may be seen at the right-hand side of his desk in the painting of Sir Luke Fildes in the art gallery in Liverpool, England, called "The Empty Chair," a painting of the desk, part of his library, and the view of his "wilderness," as seen from his desk through the window with the empty chair in which the great author used to sit.

I have fourteen lectures on different elements of his profound philosophy. In the opening of each lecture I say to the audience: "If you have any real hobby that is connected with the development of a progressive civilization, and the amelioration of the conditions of humanity, read Dickens again not only for the influence of his stories on your character and life, but for the underlying philosophy that is revealed in every book he wrote, and when you have finished the last book you will believe that he wrote mainly about your own special hobby.

The first time I lectured on Dickens to the Dickens Club of Boston, of which I have the privilege of being one of the honorary vice-presidents, the president, when introducing me, said she had recently visited Count Tolstoi, the great Russian reformer, and that the profound old philosopher had stated that in his opinion: "Long after Shakespeare was forgotten, Dickens would be regarded as the only great original, creatively progressive writer of England." He also told her that he gave the writings of Dickens the place of honor in his library, and that the only portrait that hung on the wall of his living room was a portrait of Dickens, a photograph one-half life size

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of his head and shoulders. I told the audience that I had sent the picture to Count Tolstoi. A professor in the University of Toronto who visited Tolstoi regularly for many years was asked by the Count to send him a picture of Dickens. The professor requested me to send the picture, and I did so.

Being engaged in educational work, I naturally discovered after reading all the novels, stories, and articles that Dickens wrote, when I was forty years of age, that he had been a profound student of modern education. In my introduction to my book, "Dickens as an Educator," written at the request of Dr. W. T. Harris, as one of the fifty-eight volumes he edited for the International Library of Education, I claimed that Dickens was the greatest educator England had produced. Dr. Harris in the editor's preface said I had "proved my claim."

In the biography of Baroness Von Bulow, the great patron of Froebel, the founder of the kindergarten, she says that when she went to England to introduce the kindergarten, Dickens was the first leader to welcome her. Madame Kraus-Boelte, who worked in Germany with Froebel's widow, and was the first great leader in establishing the kindergarten in America, told me that when she was in the first kindergarten opened in London, England, around the corner from Devonshire House, where Dickens resided at the time, he used to come regularly to the kindergarten, and remain for two hours each day.

In 1855 he wrote an article in the magazine he published, Household Words, that filled eleven columns, and covered every phase of the kindergarten philosophy, physical, intellectual and spiritual. Dr. Harris and Miss Blow together could not have written a more profound article on the kindergarten.

He was the first man in England to advocate a national system of education. He visited Dr. Barnard in Hartford, when he made his first visit to America. Dr. Barnard wrote the first national school law ever written, and all the systems of education in all parts of the world are based on that law. Dickens was the first man in England to understand Henry Barnard's system and advocate its introduction into England.

Dickens was the first man to recommend Normal Schools in England in the preface to "Nicholas Nickleby." He saw the Normal Schools established by Barnard and Horace Mann.

Dickens was the first man to recommend in England the teaching of deaf-mutes; and the first to recommend special training for the blind, and for the defective children. He was specially fond of Samuel G. Howe of Boston, and he got his kindling in these departments of education from him.

Dickens was the first to recommend that art, music, and manual training should be introduced into English schools.

Dickens was the first to condemn corporal punishment in the homes and schools of England. He exposed fourteen kinds of coercion in his novels. Dickens was the first to ridicule the cramming of knowledge in English schools. In "Dombey and Son" and "Hard Times" he wrote the best anti-cram literature ever written.

Dickens was the great English revealer of the evil, the crime, of robbing a child of its childhood. He persistently advocated a rich, free childhood, as the basis of a true manhood or womanhood, in nearly all his books.

Dickens was the greatest advocate England has yet produced to show the vital importance of developing the special individuality of each child.

Dickens was a leader in urging play as an important element in child development.

Dickens wrote more wisely about the imperative need of developing the child's imagination than any other Englishman ever did.

Dickens' book, "Hard Times," treats mainly of education, and the relations between capital and labor. He was the great reformer of his time in both departments. "Hard Times" is the most important original educational book ever written in England. He wrote it to ridicule the Herbartian psychology; to rouse the people to a consciousness of the impudence of adulthood in child training by repressive interference with the child's true growth; to show the importance of developing the special selfhood or individuality of the child; and to show the awful consequences of failing to develop a child's imagination.

Paterson Dubois, one of the truest, tenderest child students of America, said to me once: "I am going to write a book on the impudence of adulthood in child training, the robbing the child of a free childhood, and the failure to develop the child's imagination. I do not know any book that treats of these subjects, do you?"

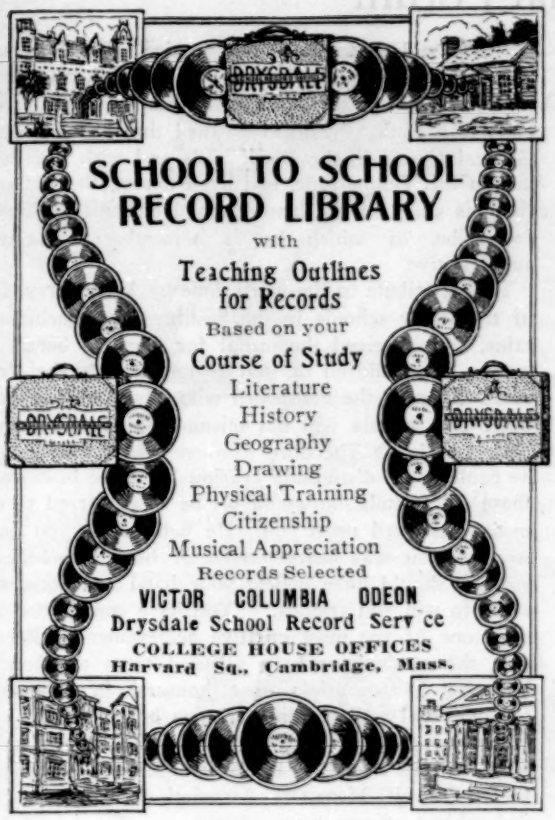
I said: "Did you ever read Dickens' 'Hard Times'?"

"No!" he answered. "I am going to England next week. I shall get the book and read it on the boat going over."

He wrote to me from Liverpool: "I am not going to write my book; Dickens did it."

A square deal in adult life is not worth much unless there is a fair chance during childhood.

—Suzzallo.



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Part III presents on the basis of these facts the specific role which the teacher plays in the most expeditious learning, setting forth in detail the exact kind and amount of direction that a teacher should give to his learners to make their progress most economical and sure.

This treatment of one fundamental type of learning should prove especially useful and interesting.

(1) To teachers of this and other subjects who desire to improve their own methods of instruction.

(2) In special training courses for teachers where an intensive study of the learning process is made.

(3) To psychologists and those interested in the psychology of learning or in the acquisition of skill.

The Psychology of Skil

By DR. W. F. BOOK

Dr. Book is well known to teachers of typewriting and to psychologists everywhere through his earlier publication, "The Psychology of Skill." Originally published in 1904, this work was very soon out of print. Teachers of educational psychology who wished to assign it to their classes called for it in vain; investigators who wished to refer to it were unable to obtain copies; teachers of typewriting have likewise been unable to secure it. In the attempt to meet this demand, which has been growing greater as years have passed, the book has now been thoroughly revised and reprinted. This scientific study has long been regarded as a standard piece of work.

It has aroused interest in three respects: (1) because of the contribution that it makes to knowledge about the learning processes; (2) as a sample of a type of analysis that ought to be employed in the study of all human activities, particularly vocational activities; (3) because of the intrinsic value of the facts about typewriting which it reveals.

Owing to the nature of these books we are obliged to ask the full list price, except when ordered in lots of five books or more. On orders for five or more copies of either title the regular school discount will apply.

Learning to Typewrite $2.80

The Psychology of Skill 2.00

THE GREGG PUBLISHING COMPANY

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Educational Forum

SIGNIFICANT RECOMMENDATIONS.

Among the recommendations of the joint agricultural committee of the Massachusetts Agricultural College are the following:—

"We recommend also that, in addition to the classroom work, each student should be required before graduation to have obtained a certain degree of practical experience in the particular line he has elected.

"In particular the college should be more careful about recommending graduates as teachers, superintendents and candidates for other responsible positions unless they have had a considerable amount of practical experience.

"We seriously question the wisdom of the present system of extending additional credits toward entrance to the four-year course to boys from agricultural departments of high schools and from county agricultural schools. Having spent considerable of their time in the lower school in so-called 'practical' work, these boys lack preparation in mathematics and other fundamental subjects, to such an extent that the college has been compelled to organize special courses, leading to a special degree for the very few boys who come up from these schools. The lower schools should provide more adequate preparation or send the college-bent boys where they can get it."

Referring to a two-year course, the report says: "It also attracts boys who desire a more practical and less theoretical program than that offered by the four-year course. It fills a distinct need and performs a valuable service. With half-time in the classroom and half-time on the farm, or in other practical experience, the boys leave the college well equipped to go at once into the agricultural occupation they have chosen."

SUMMER SCHOOL COURSES

This year the schools of Greater Boston are offering a wide variety of opportunities in their summer sessions. Over five hundred courses are offered in 209 subjects, according to the pamphlet just published by the Prospect Union Educational Exchange. These subjects range from the purely technical fields of trade and vocational education to the fine arts and literature. The list begins with accounting, acting, advertising, algebra, Americanization, anatomy and anthropology, down through the alphabet, ending with voice, wall paper design and window dressing. Fifty-three schools are conducting summer sessions.

Complete information concerning summer school opportunities may be had by consulting the pamphlet, "Educational Opportunities of Greater Boston, Summer School Bulletin No. 2," at any public library, or the pamphlet may be had free of charge by addressing Charles A. Gates, Director, Prospect Union Educational Exchange, 760 Massachusetts avenue, Cambridge, Mass.. The Educational Exchange offers free educational and vocational guidance to men and women.

THE ROOSEVELT MEDALS

On May 16, in the East Room of the White House, President Coolidge presented medals awarded by the Roosevelt Memorial Association to Governor Pinchot of Pennsylvania, George Bird Grinnell of New York, and Miss Martha Berry of Georgia.

To Governor Pinchot, who received the medal for his services in behalf of conservation, President Coolidge said: "No American who is familiar with the history of the great movements inaugurated by such men as John Muir, Edward A. Bowers and Secretary John W. Noble, and later sponsored by President Roosevelt, for the preservation of our forests, our waterpower and our mineral wealth, will question the justice of this award."

In presenting the medal to Mr. Grinnell, an editor and publisher, who was honored for his work in promoting outdoor life, the President recalled that he had been with General Custer in the Black Hills and with Colonel Ludlow in the Yellowstone, had lived among the Indians, and that his study of the language and customs of the Blackfoot tribe, of which he is a member, are considered authoritative.

Paying tribute to the work done by Miss Berry, founder of the Berry schools in the Southern Appalachian mountains, who received the medal for work in behalf of the women and children of that remote region, the President said: "I know the gentlemen who have been awarded the other two medals will not misunderstand me when I say that, greatly as Theodore Roosevelt would be gratified if he could see a distinction bearing his name bestowed upon these old friends, he would yet be most stirred to see this medal bestowed upon you. He believed in you and your work and it was characteristic of him that, believing in you, he should have upheld your hand and done what he could to win you friends. You have contributed to your time one of the most creative achievements. Because of you, thousands have been released from the bondage of ignorance and countless other thousands in the generations to come will walk not in darkness but in light."

The names of the recipients and the medals were presented to the President by James R. Garfield, president of the Roosevelt Memorial Association. General Pershing and cabinet officers were present.

Stock transactions via the New York Exchange in 1924 totaled $60,000,000,000, which breaks all records.

THEORY OF EARTHQUAKES

A new explanation for earthquakes has been found by Dr. Austin H. Clark, chief of the division of Echinoderms, Smithsonian Institution.

They are probably caused, he says, by rivers.

The Mississippi-Missouri system, he declares, may well be held responsible for the quakes which shake the West Indies and Mexico, which set up great tidal waves in the gulf and the Caribbean, and which are often felt along our entire coast.

He explains his theory as follows:—

"Every year the Mississippi-Missouri system carries 520 billion tons of sediment and saline matter into the Gulf of Mexico.

"Put this into pounds—the figure is 1,040,000,000,000!

"This tremendous weight is taken from the centre of this country and added to the gulf and Caribbean bottoms year after year.

"What is the result? A shifting of pressure on the earth.

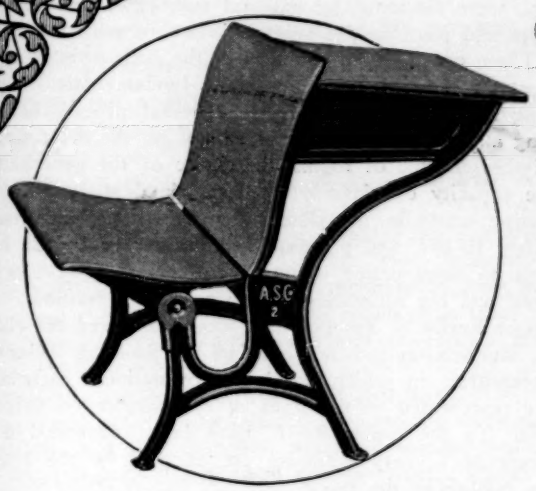
"Our earthquake belt extends from Mexico to Costa Rica—an area that would most likely be affected by the vast weight of material carried by the Mississippi-Missouri system.

"What would hold true for the Mississippi-Missouri system would also hold true for other river systems.

"For example, another earthquake belt extends between the islands of Guadeloupe and Granada—off the mouth of the Orinoco, in South America, another river which yearly shifts billions of tons from land to sea.

"All this, of course, is just a theory.

"Yet all earthquake phenomena seem to bear this theory out."



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SCHOOLHOUSE PLANNING

By John Ritchie
Malden, Mass.

Report of Committee on Schoolhouse Planning. By Frank Irving Cooper, chairman. Washington: N. E. A. 1925. Pages 164 with 59 charts.

One of the most important handicaps to modern methods of education has been the absence of standards in schoolhouse planning and construction the result of which has been the lack of adaptability of many school buildings to their intended purposes. It has been perfectly possible for a school committee to attack the problem of building without any real notion of what will be suitable; or for a schoolhouse commission to hand over to the school committee a building entirely unsuited to modern educational methods; or for an independent and opinionated school principal to condemn a good building, because it did not fit a curriculum out of tune with the advanced spirit of the day; or for a political mayor or council to hand over to a favorite architect the building of the town schoolhouses notwithstanding the fact that the architect has had no experience in schoolhouse planning or construction. Further than this, it is even customary for a state to adopt building regulations without regard to the needs, and regulations of the kind may even be contrary to those of near-by states. It is true that acknowledged schoolhouse successes in some states, which have attracted the attention and inspection of visiting boards of education and schoolhouse commissions, are in fact contrary to the building regulations of some other state, and if duplicated in it, might be pronounced "unfit for school purposes." All this of course is utterly absurd in an intelligent country.

This chaos need no longer exist, for the factors that enter into schoolhouse planning and construction are all considered and discussed in this report, and with it at hand, no one can now plead ignorance.

It is true that there will be some discussion with reference to some details,—there always will be in any progressing development,—but the fundamental principles are laid down, having been assembled by groups of specialists working in co-operation with the N. E. A. committee. If the citizens of Xville really wish to know whether the Glenburn School is a fire trap, as asserted by the local press, they can inform themselves, for in this report there is in simple, understandable language the conditions for safety to life that ought to exist in a school building of two or three or four stories, with a given number of pupils. Such information has never before been available.

The history of the Report is quite interesting. The research began with the personal efforts of Frank Irving Cooper of Boston, some years ago when his reputation in planning school buildings first brought him work outside of New England. It was fundamentally necessary to know the state building regulations as an office requirement, and he accordingly tabulated for his own office some important features of the different state laws. Learning of this the Russell Sage Foundation requested Mr. Cooper to make a more complete tabulation, which was published by the Foundation and afterwards by a department of the United States Government. It was naturally a matter for the attention of the N. E. A., and some years ago a Committee on Schoolhouse Planning was named by it with Mr. Cooper for chairman, and with the co-operation of the General Education Board, scientific research work has been in progress. Existing school buildings in large numbers and in all parts of the country have been analyzed with reference to space economy, fitness for uses, etc., and from these were developed the standards of planning and construction that the Report presents. These constitute an investigation of greatest importance, but the committee has not been content to rest here. Questions of safety to life, of illumination, etc., were discussed by national authorities and their results find place in the volume.

There are a dozen chapters in the little volume, which treat of the following important fundamentals of planning and building, namely, the general process of planning and constructing a school building, the determination of the schedule of rooms, the choice of the general plan, the capacity of classrooms, library and study halls, detecting waste in the plan, state regulations, illumination, safety to life, and planning gymnasiums, and with reference to construction alone, the preparation of specifications and the estimating of the cost of a building. Professor Frank N. Freeman of Chicago prepared the chapter on illumination and the report of the Building Exits Code Committee, in which some twenty national associations are represented in the basis of the chapter on safety to life. To the report itself have been appended a few pages of Library Classification, adopted by the committee publishing the report.

This report has already attracted wide attention among those interested in school buildings, and measures towards its use as a textbook in higher educational institutions teaching architecture and engineering are in progress. It will prove to be a mine of information to those who wish the most authoritative information existing with reference to schoolhouse planning and construction.

THE NEED OF THRIFT

The following excerpts from an address by William E. Knox, president of the American Bankers Association, merit serious consideration:—

"We have grown up to our resources. We cannot afford to waste them any longer. Industrially we have got to stop wasting, but even more so have we got to stop the wastefulness of our personal habits. The paramount challenge to education in America today calls for the effective teaching of personal economics—for education in the management of personal incomes so that they will give every individual a good living during his productive years and provide certain security for the non-productive years of his old age.

"Contentment in the return we are getting from life is the bed-rock of good citizenship. It is within the power of education to establish this contentment by teaching our people to get the most out of their incomes, to avoid the pitfalls of financial ruin and to guide them out of economic illiteracy into economic understanding. If what we call civilization is to be preserved, our economic thinking must be done in the schoolhouses and not on the soap boxes.

"Forty-four million people, two-fifths of our population, are gainfully employed in the United States, earning more than $60,000,000,000 annually. The management of the expenditure of this $60,000,000,000 annual pay check is the biggest and most important business in America. It has been estimated that upwards of $10,000,000,000 of this personal income is wasted annually.

"The spirit of waste in America is a heritage of the past. It is but natural that a nation with a relatively scattered population, blessed with what originally seemed inexhaustable resources and with unequaled genius for mechanical methods and business organization to exploit them to the utmost, should have become infected with extravagance and wastefulness. But today this same country has more than one hundred and ten million people to support and no nation's resources can withstand extravagance indefinitely. No nation can justify any system of living not based on intelligent conservation of its resources. To teach our people this is the task of education and it can not begin to meet the task a moment too soon."

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

HISTORY OF AMERICA. By Carl Russell Fish, University of Wisconsin. Illustrated by Leon D'Emo and Will Crawford. Cloth. 650 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The present affects the past as much as the past affects the present. The automobile has had more influence on oxen than oxen have had on automobiles. History must be written from today to yesterday rather than from yesterday to today. That is why new school histories are inevitable.

History is not a picture of the past as it was, but as it is in the fruitage of the present. Devon cattle were more prominent than Herefords fifty years ago, because that was the breed that produced docile, usable oxen. Now the census makes no mention of Devon cattle, while it reports millions of Herefords, and millions of automobiles.

Professor Fish has gone as far and as fast as it is wise for any one to go and hope to have connection with the sales department, and it is refreshing to have some one dare to select merely one illustrative incident and personality for a period instead of loading each with all attractive traditions. He selects something that has some semblance to being historic and omits the absurd traditions. He skates over thin ice as skilfully as any one could hope to do, giving the school children of today a really charming account of the various ways in which one period after another led into the next, and thus on and on until the children of today will have new problems to solve industrially, commercially, socially, civically and educationally because of the ideals growing out of America's past.

With pride we commend a schoolbook which says and demonstrates "politics the basis of our prosperity. . . . The capacity for organization and for practical invention is not the product of three centuries of effort given to private business. It *is* a consequence of long political training turned into the lines of business. Successful business is the result of the same methods as successful government. Business cannot succeed without sound government to regulate the conditions about it. If business is to continue to be successful, its aims must be the same as those of sound government,—justice and the general happiness."

THE LEARNER AND HIS ATTITUDE. By Garry Cleveland Myers, Ph.D., Cleveland School of Education, Cleveland. Cloth. 410 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

The best demonstration of the increased interest in "Character Education" is the increase in books on the subject and the various angles from which the subject is approached by the different authors. Dr. Myers has an approach as fascinating as it is new.

The titles of the chapters are in themselves suggestive, "How Wishes Work," "Making a Human Appeal," "The Teacher a Salesman," "Symbolism and Dramatization," "Creativeness and Imitation," "Imitation in Control of Conduct," "Emotions," "Fears," "Control of Conduct by Suggestion," "Health and Relaxation," "Training for Likableness and Leadership," "Moral Control."

Here are some of the multitude of questions with which Dr. Myers deals: "How much time do you spend trying to 'fool' yourself and others?" "How often do you subtly compliment yourself?" "Is not something back of most of our criticism of others?" "How large is your 'sour-grapes' supply?" "What opportunities are there for humanizing the schoolroom practices?" "Are you a transient or a day-by-day salesman?" "Do you get top-notch prices for your appeal to pupils?" "Are you selling ideals and good habits of conduct?" "Does your pleasant or unpleasant feeling attending one experience affect your feeling toward subsequent experiences?" "Does the teachers' morale affect the children?" "What can be done to heighten school morale?" "Are prizes and rewards fundamentally unsound, or are their ills only in their administration?" "What are the relative values of praise and reproof in controlling conduct?" "How can we reward pupils for effort without mixing up its measure with marks on subject matter?"

These questions indicate the attitude of the author on the significance of the attitude of the pupils in character creating. We are greatly impressed with both the attitude of the author and the ways and means by which he tends to have children appreciative of the importance of doing the right thing in the right way in the right place at the right time from the right motive.

CITIZENSHIP: AN INTRODUCTION TO SOCIAL ETHICS. By Milton Bennion, University of Utah. Introduction by David Snedden. Revised and Enlarged Edition. Cloth. 220 pages. Yonkers-on-Hudson, New York: World Book Company.

Professor Milton Bennion, dean of the School of Education, University of Utah, is the acknowledged leader in several phases of Social Ethics, both because of his scholarly equipment for the necessary research work and because he has specialized in the demonstration of the feasibility or availability of his conclusions through twelve years of intensive application of theories in practice.

Dr. Bennion always distinguishes between what one learns from standard books and what one learns at first hand, either by experience or from the experiences of others as it comes directly or through current literature.

Dr. Bennion is distinctly scientific in his tastes and studies. His main purpose in all his writings on social subjects is to have work in social science as scientific as anything in biological science. His students are always required to make first-hand observations and inquiries so accurately and digest them so thoroughly and intelligently that their judgments are scientifically trustworthy.

Dr. Bennion has made a usable, highly informing and inspirational textbook by keeping his thought from first to last upon the responsibility of the school for community efficiency in maintaining civic and social virtue.

PROGRESSIVE METHODS OF TEACHING. By Martin J. Stormzand, University of Southern California. Cloth. 375 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The undimmed approaching automobile headlight unnerves many a driver. Many automobile accidents are due to the blare of the brilliant headlight. Many drivers lose their mental poise completely and consequently lose control of their machine because of the undimmed approaching headlight. Consequently some states have a law requiring a dimmer on the headlight when meeting another machine.

Professionally "Progressive Methods" may come so glaringly brilliant upon the traditionalist as to wreck his pedagogy. There is need of some professional dimmer to make "Progressive Methods" safe on the pedagogical highway.

Professor Stormzand has tried to bring into action some common-sense dimming for the more brilliant "Progressive Methods of Teaching." He evidently knows "Pro-

gressive Methods" and believes they have come to stay, but he does not expect the traditional teacher to accept them as law and gospel until she finds their real value in her service. Dr. Stormzand from first to last tries to adapt the dazzling headlight to the experience of the teacher who meets it face to face while the tradition makes the highway dark.

For instance, this is Dr. Stormzand's adaptation of the new curriculum to the benighted traditionalist: "The curriculum-maker's special problem is, *'What* shall we teach?' The teacher's special problem is *'How* shall we teach?' The child is an intermediate factor. Shall the curriculum-maker settle his problem on the basis of social needs, or must he consult the child's interests and capacities, and those at different levels of developments?"

A TEXTBOOK ON GENERAL BOTANY. By William H. Brown, Ph.D. Cloth. 485 pages. Illustrated. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We know of no book that has come to our desk recently which so clearly demonstrates the mechanical advantages of this day over the times when Asa Gray was the master botanist of the New World, or which more clearly reveals the knowledge of plant life today over that of fifty years ago. We speak of this because we were literally a worshiper of Asa Gray, who was the promoter of beauty in textbook making as well as of scientific accuracy and completeness of knowledge in his day.

Dr. Brown, director of Bureau of Science, Manila, seems to have caught the spirit of the revelations of a world knowledge of plant life which no one dreamed of in Asa Gray's time. General Botany is so completely International that one must think of the whole earth between plants in the deeply submerged bare ground and the climax forest which is ultimately created above it, or the weathering of rocks where only lichens can grow and the ultimate vast forest made possible by a series of weather and soil invasions.

Just as an individual passes through many stages of development before reaching maturity, so plant communities go through various stages, or successions, before the climax type is produced. All this has especial significance in view of the intensified International commerce growing out of differences in soil as well as climate.

MARIA CHAPDELAINE. Récit du Canada francais. By Louis Hémon. Edited, with introduction, notes, questionnaire, exercises, and vocabulary, by Hugo P. Thieme, Ph. D., professor of French, University of Michigan. Cloth. Illustrated. xvii+262 pages. Price, $1.00. New York: The Macmillan Company.

"Maria Chapdelaine" has had such success in the English translation—for some time it was a "best seller"—and received such detailed comment in the daily press and the literary magazines, that it is unnecessary to say much about its charm as a story and as literature. Heywood Brown said it was "among the few great books of our day"; Léon Daudet said: "Its two hundred pages have given their author immortality"; René Bazin said: "It is a poem rather than a novel . . . The man who wrote it was marked with the divine seal." What a pity that Hémon did not live to see his work so well received in France, in England, in the United States, and in Canada.

Professor Thieme, one of the best of American French scholars, has now provided us with a school edition of this masterpiece that is in every sense worthy of the story. A carefully planned and executed set of questions and exercises based on the text has been provided, but care has been taken not to make the exercises so detailed or extensive as to destroy the unity of the story or impair the student's appreciation of it as a work of art. A helpful introduction, footnotes explanatory of difficulties in the text, and a reliable vocabulary are included. The book is well illustrated with fine photographs of the Lake St. John country in Canada, in which its scene is laid and where Hémon actually wrote the book.

It is good to have editions of contemporary masterpieces to use in French classes occasionally. Professor Thieme and the publishers deserve our thanks for this one in particular.

LANGUAGE. An Introduction to the Study of Speech. By Edward Sapir. Cloth. 258 pages. Price, $1.75. New York: Harcourt, Brace and Company.

Dr. Sapir is a Canadian ethnologist and philologist who has won an enviable position, not only because of his wide knowledge of the detailed facts of linguistic science, but also because of his breadth of vision in the general field of comparative linguistics. He is a practical linguist; but he is a linguistic philosopher as well. Especially well equipped by his knowledge of American Indian languages, he is not lacking in other fields: the classics, modern European languages, the more recondite tongues and dialects. There is hardly a page of his book that does not bear witness to the author's learning; he is able to call at will upon dozens of illustrations of the particular point under discussion. With all its scholarship, however, the book is not "heavy"; on the contrary, it is interesting reading of the type that should appeal to the much-abused "general reader" as well as the specialist in languages. Throughout the work the general aspects of language are always foremost, and Dr. Sapir's theories and conclusions apply equally to all linguistic study, whether of English or of foreign tongues. Starting with a definition of language, the author discusses the elements of speech, the sounds of language, grammatical processes, grammatical concepts, types of linguistic structure, "drift" or variability of language and dialect, phonetic laws, how languages influence each other, erroneous beliefs in a correspondence between language and culture and race, and language as the medium of literature. A full index adds to the usefulness of the book. The volume furnishes a clear understanding of language as the ever-changing instrument of our emotions and mental activity. No teacher of language, native or foreign, can afford not to know it.

Books Received

"The American Public Library and the Diffusion of Knowledge."By William S. Learned. New York: Harcourt, Brace and Company.

"Instinct, Intelligence and Character." By Godfrey H. Thomson. Price, $3.50.—"History of Commerce of the United States." By Clive Day. Price, $1.80. New York: Longmans, Green and Company.

"Self-Improvement in English." By H. W. Davis. Price, $1.60.—"Causons un Peu." By Hélène Cattanès. Garden City, N. Y.: Doubleday, Page and Company.

"Eight French Plays." By Carolyn Hickman Strong. Price, 90 cents. Baltimore: The Norman Remington Company.

"Listening Lessons in Music." By Agnes Moore Fryberger. Newark, N. J.: Silver, Burdett and Company.

"Manuscript, A Handwriting Based on Early Models." Books I and II.—"Practice Book for Manuscript." Books I and II. By Ala M. Stone and Ethel Irwin Smalley. New York: Charles Scribner's Sons.

"Making Friends With Our Nerves." By Orison Swett Marden.—"Famous American Statesmen." Revised and Enlarged Edition. By Sarah K. Bolton. New York: Thomas Y. Crowell Company.

"Drawing for Zinc Etching." By Ray Matasek. Milwaukee, Wisconsin: The Bruce Publishing Company.

"Motivated Primary Activities." By Margaret F. Metcalf. Chicago: Beckley-Cardy Company.

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Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Superintendent William B. Jack, Portland, Maine, has averages every other summer in travel and organized study, having spent eight summers in Europe and five summers at Teachers College.

In a recent issue of the Architectural Record, Guy Study, St. Louis architect, describes the architectural significance of the St. Louis school buildings designed by William B. Ittner, former commissioner of school buildings for St. Louis. Mr. Ittner is referred to as the pioneer in the development of efficiency and beauty in school buildings, and the article is elucidated by illustrations of twenty St. Louis schools. Mr. Study reiterates the fact that Mr. Ittner has conceived the modern school as a "splendid civic monument, and a potent factor in the aesthetic development of the community," as well as an educational agency.

The resignation of Hans Carl Gunther von Jageman, Ph.D., for thirty-six years professor of Germanic philology at Harvard, removes from active service a distinguished member of the faculty. He came to the United States in 1881 and received his doctor's degree from Johns Hopkins three years later. His textbooks to aid English-speaking students in mastering the German language have been widely used. He has written many notable articles on the Germanic and the Romance languages. Hereafter his title will be professor emeritus.

The field studies in the survey of the public schools of New York have been completed. They will be analyzed by President George A. Ryan of the Board of Education and Superintendent William J. O'Shea. The expenditures have been about $38,000 of the $50,000 available last year and $12,000 of the $25,000 available this year.

According to a recent report of the General Education Board, the number of schools in the United States that offer four years of Latin is double the number that offer three years of French. In New England, 300,000 out of the 940,000 pupils studying Latin annually are in high schools in towns of less than 25,000 population.

Professor Harold Whitehead, head of the department of sales relations at the College of Business Administration of Boston University, has resigned from the faculty to accept a position as assistant to the president of Brewer & Co., Inc., with headquarters in Worcester, Mass. When will the colleges be able to compete with business for the services of gifted men?

The Cincinnati Council of Primary Education, with a membership of 279, is the largest unit in the National Council of Primary Education.

Profesor Roy M. Peterson, head of the department of Spanish and Italian of the University of Maine, has assumed the duties of editor of the Journal published by the national honor society of Phi Kappa Phi.

A comprehensive study of the architectural development of the plant of the Massachusetts Institute of Tech-

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BOSTON PUBLIC SCHOOLS: A special examination for MEN candidates ONLY, for the IV. High School Certificate, Majoring in French, Botany and Zoology, will he held in The Teachers College, Huntington avenue, corner Longwood avenue, on Saturday, June 20, 1925, beginning promptly at 9 o'clock, A. M.

For further details apply to the undersigned.

JOEL HATHEWAY,
Chief Examiner.

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nology is to be made by Jacques Carlu, professor of design in the department of architecture, in collaboration with Harry J. Carlson, '92.

Following are the numbers on the honor lists at Princeton, recently announced: Seniors, high honors 28, general honors 125; juniors, high honors 20, general honors 89; sophomores, high honors 9, general honors 75; freshmen, high honors 7, general honors 54. Total 407.

Professor Karl N. Llewellyn of the Yale Law School has accepted a professorship in the Columbia Law School.

In the Michigan election on April 6 Hon. Thomas E. Johnson was re-elected state superintendent and Frank F. Cody, superintendent of Detroit, was re-elected as member of the State Board of Education, each by a majority of more than 100,000 votes.

Professor N. A. Crawford, director since 1915 of the journalism department of Kansas State Agricultural College, is confidential secretary to Dr. William Jardine, secretary of agriculture. He has been intimately associated with Secretary Jardine during the latter's administration as president of the college.

Carlos B. Ellis of Springfield, Mass., one of the prominent educators of the state, who has initiated and promoted several of the notable progressive professional activities of Massachusetts, has been elected president of the Rotary Club of Springfield.

The fourth annual working conference in health education is to be held June 22 to 26 inclusive at Chicago, Illinois. This conference is called by the Health Education Division of the American Child Health Association and will be limited to 150 participants.

The conference discussion will centre around "The Training of Teachers for Health Education." Consideration will be given not only to the health programs in teacher-training institutions but also to the extension courses in health education for teachers in service. The health program of secondary schools in its relation to the teacher-training problem will be discussed.

Registration for the conference must be made by June 1. Address Emma Dolfinger, 370 Seventh Avenue, New York City.

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MEETINGS TO BE HELD

JUNE

10-17: American Association of Social Workers, Denver, Colorado.
10-17: National Conference of Social Work, Denver, Colorado.
11-13: Georgia State High School Teachers Association, Athens, Georgia.
22-27: American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
28-31: Washington Education Association, Seattle, Tacoma and Yakima.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.
5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.

Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

12-14: Arkansas State Teachers Association, Little Rock.

12-14: Association of Urban Universities, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis.

23-24: New York State Teachers Association, Syracuse.

23-25: South Dakota Education Association, Mitchell.

24: Southern Industrial Education Association, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond.

25-29: Virginia English Teachers Association, Norfolk.

26-28: National Council of Teachers of English, Chicago, Illinois.

26-28: Texas State Teachers Association (colored), Dallas.

27-28: Maryland State Teachers Association, Baltimore.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.

14-18: California Teachers Association, Southern Section, Los Angeles.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri.

28-30: Illinois State Teachers Association, Springfield.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association Jacksonville.

29-31: Pennsylvania State Education Association, Scranton.

29-31: Modern Language Association of America, Chicago, Illinois.

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